

Curriculum: Reading Achievement for K-3 - ECC

Purpose of the Policy

The Board adopts this policy to ensure reading proficiency in Kindergarten through grade three.

Reading Assessment

District elementary schools shall administer the State Board of Education approved benchmark reading assessments at the beginning, in the middle, and at the end of grade one, grade two and grade three within the testing windows determined by the State Office of Education.

Following each benchmark assessment, the school shall notify parents or guardians of their student's results, with the middle results being provided by February 15. The school shall also report to the student's parents or guardians the student's reading level at the end of grade three.

At the beginning in the middle and at the end of the school year, each school shall identify every student currently enrolled in the school who is in the first, second or third grade who is not reading at grade level. For those students the school shall take the actions outlined below for students not reading at grade level.
Utah Admin. Rules R277-403-3 (November 7, 2013)

Reading Achievement Plan

Each elementary school in the District shall, through its school community council, develop a reading achievement plan as described in Policy GE. The reading achievement plan includes a benchmark assessment, intervention, and reporting components. The school principal shall be responsible to provide leadership and allocate resources and support for teachers and students to implement the reading achievement plan and achieve the reading goals. The Board shall require the reading achievement plan be revised if the Board determines a school's students are not making adequate learning gains.

Utah Code Ann. § 53A-1-606.5 (2013)

Goal Achievement Reporting

In addition to the reports provided to parents ~~provided~~ under the reporting component of the reading achievement plan, the District shall annually provide parents with a copy of their student's comprehensive benchmark assessment, which includes measurements of reading performance.

Utah Code Ann. § 53A-1-607(5) (2009)

Reporting to the Board

The Superintendent shall annually report to the Board on the U-PASS data and other information submitted to the State Board of Education relating to K-3 reading performance in the District at the District level and at the school level. The Board may use this information to work with the Superintendent to review and revise plans to enable the District to meet K-3 reading goals.

Utah Code Ann. § 53A-1-607(2)(2009)

Reading Below Grade Level or Lacking Proficiency

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~~The District shall:~~ A student is reading below grade level or lacks reading proficiency when the student requires additional instruction beyond that provided to typically developing peers in order to close the gap between the student's current level of reading achievement and that expected of all students in that grade as determined by valid and reliable assessments as designated by the State Board of Education. For any first, second or third grade student who through assessment is determined to be reading below grade level or to lack reading proficiency, the school shall take the following actions:

1. Notify the student's parent or guardian that the student is reading below grade level or lacks reading proficiency; a parent or guardian of a first, second, or third grade student, on or before February 15 of the school year that the first, second, or third grade student is reading below grade level, as determined by multiple assessments administered pursuant to this part, and pursuant to rules enacted by the State Board of Education;
2. Provide focused individualized intervention to develop the lacking reading skill or skills;
3. Administer formative assessments to measure the success of the focused intervention;
34. Inform the parent or guardian of activities that he/she may engage in with the student to assist the student in improving reading proficiency;
45. Provide information to a parent or guardian of a the student regarding reading remediation—reading interventions available to the student outside regular instructional time that may include tutoring before and after school programs, or summer school and through the District; and
56. Provide focused reading remediation through appropriate individualized interventions that may involve a reading specialist, before and after school programs, or summer school assistance.

Utah Code Ann. § 53A-1-606.6 (2013)

Utah Admin Rules R277-403-3 (November 7, 2013)